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A STUDY OF THE POSITION OF STATE DEPARTMENTS OF PUBLIC INSTRUCTION ACCREDITING AGENCIES AND SELECTED NATIONAL PROFESSIONAL ORGANIZATIONS CONCERNING EXPERIMENTATION AND INNOVATION IN PUBLIC SECONDARY SCHOOLS.

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THE PURPOSE OF THIS STUDY WAS TO SURVEY AND REPORT THE POLICIES AND PRACTICES OF ACCREDITING AGENCIES, ALL STATE DEPARTMENTS OF EDUCATION, AND SELECTED PROFESSIONAL EDUCATIONAL ORGANIZATIONS CONCERNING THEIR POSITION ON EXPERIMENTATION AND INNOVATION BY THE PUBLIC SCHOOLS. BOTH INTERVIEWS AND QUESTIONNAIRES WERE ADMINISTERED TO 22 PROFESSIONAL EDUCATIONAL ORGANIZATIONS, 50 STATE DEPARTMENTS OF INSTRUCTION, AND 5 ACCREDITING AGENCIES. THESE DATA COLLECTION DEVICES WERE DESIGNED TO ELICIT THE NATURE OF POLICY STATEMENTS AND THE KIND OF PRACTICES EMPLOYED TO ENCOURAGE, DISCOURAGE, OR REMAIN NEUTRAL ON INNOVATION AND EXPERIMENTATION IN THE SCHOOLS. IN GENERAL, THE ACCREDITING AGENCIES, STATE DEPARTMENTS OF EDUCATION, AND PROFESSIONAL EDUCATION ORGANIZATIONS INVESTIGATED DID NOT ENCOURAGE INNOVATION, NOR DID THEY TAKE A POSITIVE POSITION ABOUT INNOVATION AND EXPERIMENTATION. (DG)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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September, 1967

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August, 1967 D.W.B.,III

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CHAPTER I

INTRODUCTION

There has been considerable interest in the last few years concerning experimentation and innovation in public secondary schools. There are many educators who say they cannot innovate and experiment due to restrictions by state departments of education, accrediting associations, and professional organizations.[1] Yet many schools are presently engaging in innovative practices.

The various professional journals and national conventions of educational organizations have given widespread attention to new practices and programs of instruction.[2]

Recently, Dr. Gordon Cawelti, executive secretary of the North Central Association of Colleges and Secondary Schools, took a national survey of 7,237 accredited high schools and found that the national average was 6 used of 27 selected innovations. Dr. Cawelti stated, "The diffusion rate for accepting new ideas is now more rapid in secondary schools than it was before. Change in American education has moved from a crawl to a walk."[3]

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[1]This belief has been stated to the investigator by educators throughout the country. A search of the literature does not substantiate the contention, however.

[2]The NASSP Bulletin, for example, has devoted one entire issue each year from 1960 through 1964 (January 1960, 1961, 1962 and May 1963).

[3]Cawelti, G., Special Study: How High Schools Innovate, Nations Schools, Vol. 79, No. 4, April, 1967, p. 58.

Statement of the Problem

The purpose of this study was to survey state departments of public instruction, accrediting agencies, and selected national professional organizations to study their positions on experimentation and innovation in the public secondary schools. The results of this study should be a guide to action for further policy development by the agencies involved as well as useful information and a guide to action for public school practitioners.

Background

Many experiments and innovations come within the policies of traditional practice. Examples of these would be PSSC Physics; CHEM Study Chemistry; and SMSG Mathematics. Other innovations are deviations from traditional practice and sometimes require violations of accepted school practice. Examples of these are flexible scheduling programs which call for variations in the duration and frequency of class groups for each subject according to the different learning environments required; and nongraded programs that permit students to pursue any course in which they are interested, and have the ability to achieve, without regard to grade level or sequence and in which the students' progress at their own rate through a series of discrete units.

In regard to the innovations that deviate from traditional practices, it was felt necessary to examine the position of the organization and agencies in inhibiting, encouraging, or taking no position on these practices.

Review of Related Research

It is an established tenet that the responsibility for education in the United States has been regarded traditionally as a state function. This was clearly stated by the Tenth Article of the Constitution of the United States which states:

> The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.[4]

Education remains a state function and to assist the state with the necessary leadership, Title V of the ESEA was passed. In a report by the Advisory Council on State Departments of Education, it was stated,"At the recommendation of the President, the Congress took affirmative steps in the ESEA to reinforce the State departments of education. In Title V it provided a program of grants "to stimulate and assist States in strengthening the leadership resources of their State educational agencies" and to assist them in identifying and meeting the educational needs of the states.

It expressed a concern that the State agencies should seek to reinforce themselves particularly in such areas as:

> undertaking educational planning and evaluation;
>
> developing modern data systems;
>
> providing for the dissemination of educational information relating to the needs of education;

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[4]United States Constitution, Article X.

providing for educational research and demonstration programs and projects; and

publicizing material collected and developed at curriculum research centers.

Changes involving new content and instructional practices are being introduced in some schools while the program of studies and methods of instruction have not been altered in other public schools.[5] Kowitz[6] has asked, "Under what conditions should a school try one or more of these new plans?" This study will contribute to the answer of this question. Mort[7] has contributed to the understanding of the rate and topography of innovation. Miles[8] and others have focused on the effects of change on a system of instruction. This study should fill a void in the role agencies recently have played in the change process in the schools.

The principal investigator, in his capacity as a consultant to educators in the field, has heard numerous administrators make the point that state departments of public instruction, accrediting agencies, and professional organizations have policies and recommendations which inhibit experimentation and innovation, yet countless schools are highly involved in innovation practices. How does this seeming contradiction exist?

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[5]Wynn, D. Richard and DeRemer, Richard W., Review of Educational Research, Washington, Chapter IV, Volume XXXI, No. 4, October, 1961.

[6]Kowitz, Gerald T., "Examining Educational Innovations," American School Board Journal, Milwaukee, December, 1963, p. 5 ff.

[7]Mort, Paul, Studies in Educational Innovation from the Institute of Administrative Research, Columbia University Teachers College, 1947.

[8]Miles, Matthew B., Education and Innovation, Columbia Teachers Press, New York, 1964, Chapters 2, 7, 11.

Brickell[9] has formulated a set of recommendations for implementing new programs in New York. The policy position of professional groups needs to be studied in light of these suggestions since Brickell has not dealt with all the agencies included in this study.

Trump[10] has called for increased innovation and experimentation at the secondary school level in public education. Others have urged caution in this direction. The question persists: What are the forces from educational agencies and organizations which encourage or ignore innovation and experimentation in public secondary schools? Do educators in the field understand the policy of regulatory agencies and professional organizations in this matter?

Objectives

The purpose of this investigation was to survey and report the policies and practices of selected professional organizations and all of the state departments of instruction and the accrediting agencies concerning their position on experimentation and innovation by the public secondary schools. The extent to which these policy positions were articulated and the perceptions which selected public school educators have about these policies and practices were investigated.

It is anticipated that this analysis will lead to a clearer understanding of the role that state departments of public instruction, the

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[9]Brickell, Henry M., Organizing New York for Educational Change, State Department of Education, New York, 1961, pp. 78-100.

[10]This was given in a mimeographed paper prepared by J. Lloyd Trump for the 1964 meeting of the North Central Association of Colleges and Secondary Schools.

accrediting agencies, and selected professional organizations play in encouraging innovation and experimentation in the public schools. In addition to an account of the policy positions of these agencies, the study relates the extent to which the educators in the field understand and credit these positions.

This investigator will single out exemplary innovative practices that are encouraged by these organizations, departments, and agencies. Comments will also be made concerning the common direction that the investigator feels should be followed by these various groups.

CHAPTER II

METHODOLOGY

A. General Design[1]

1. The first step was to arrange interviews with five executive officers of national professional organizations, two accrediting agency officers and three chief school officers of state departments of public instruction for depth interviews concerning (a) the agency's policy position and the factors which led to its formulation, if such a policy exists, (b) the attitude of the executive officer on the issue, and (c) the extent to which the agency goes in encouraging, discouraging or staying neutral on innovative practices by the schools.
2. As a result of these interviews the attached questionnaire was developed. (See Appendix)
3. The questionnaire was sent to all state departments of instruction, to each accrediting agency, and to the selected list of national professional organizations.
4. A questionnaire was sent to a random group of public school educators across the country who are members of the various agencies or influenced by them to see if their perception of the agency's position conforms with the stated policy.

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[1]This procedure approximates and extends the one used by J. Coyce Morrison in his study, "The Role of State Education Departments in Research: A Preliminary Inquiry," U. S. Department of Health, Education and Welfare, Office of Education, 1961. The Morrison study was helpful in the development of a policy statement by the Council of Chief State School Officers as reported in "State Department of Education Leadership Through Research... A Policy Statement," Council of Chief State School Officers, 1963.

B. Population

1. Every state department of public instruction, each accrediting agency, and the selected national professional organizations were included in the questionnaire survey.
2. Interviews were conducted with five national professional organization executive officers, three state department of education chief executive officers, and two regional accrediting agencies.
3. Five educators in the field who are members of the organization or who are under the agency's influence were surveyed and/or interviewed to elicit their perception of the particular agency's position on innovation and experimentation. The names selected were the first five listed on the membership lists or the first five in the agency's directory whose last names began with B.
4. Field interviews were conducted with educators in the three states in which the interviews were carried on with the chief state school officer.

C. Data and Instrumentation

1. Both interviews and questionnaires were used in this study. An attempt was made to elicit the existence or lack of it, the nature of policy statements and the kind of practices employed to encourage, discourage or take no position on innovation and experimentation in the schools.
2. The questionnaire included both single answer responses and open-ended questions (see Appendix I).
3. The interviews were used as a means of assessing the reliability of the questionnaire and in giving insights into the problem.

D. Analysis

1. Both statistical and descriptive treatments were given to the data.
2. The questionnaires were analyzed by type of agency or organization.
3. The significance of the interviews were reported in detail.

CHAPTER III

RESULTS

Professional Organizations

Of the 22 professional organizations reporting, eight, or 36 percent, reported having taken a positive position in regard to any secondary school's introducing any innovation it selects. The eight organizations reporting positive positions could be classified as follows:

Content Areas

Art Education Association
Driver Education and Traffic Education Association
National Council for Secondary Social Studies

Services

American Library Association
Department of Audio Visual Instruction

General

Association for Supervision and Curriculum Development
Department of Classroom Teachers
Association for Public School Adult Education

Two, or nine percent of the professional organizations reported positions that any secondary school should introduce only certain innovations. They were the American Federation of Teachers and Rural Education Association.

Eleven, or 50 percent, reported no position in regard to the introduction of innovation by any secondary school. These eleven organizations could be broken down as follows:

Content

American Industrial Arts Association
Department of Foreign Languages
Department of Home Economics
Journalism Education Association
Music Education National Conference
National Science Teachers Association
Speech Association of America

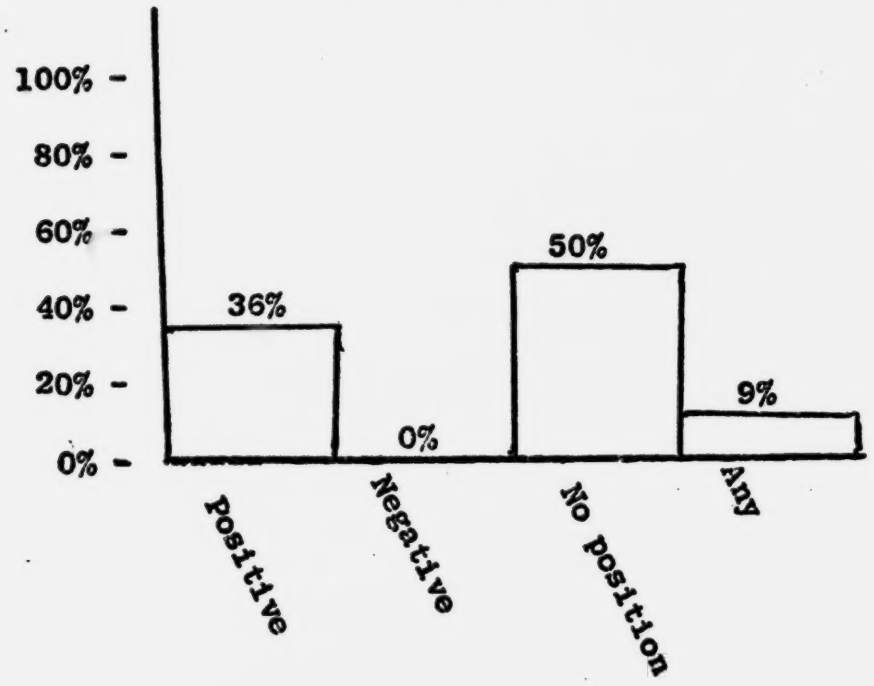
Services

American Education Research Association
Council for Exceptional Children

General

American Association of Colleges for Teacher Education
National Council of Administrative Women in Education

None of the reporting professional organizations reported a negative position in regard to the introduction of any innovation by any secondary school. One organization failed to respond to this question.



Seventeen, or 77 percent, of the professional organizations do not maintain an official policy concerning secondary school's introduction of innovations. These 17 organizations could be broken down as follows:

Content

Department of Foreign Languages
Department of Home Economics
Journalism Education Association
National Art Education Association
National Council for Social Studies
National Council for Teachers of Mathematics
Speech Association of America

Services

American Library Association
American Education Research Association
Department of Audio Visual Instruction
Council for Exceptional Children

General

American Association of Colleges for Teacher Education
American Federation of Teachers
Association for Supervision and Curriculum Development
National Association for Public School Adult Education
National Council of Administrative Women in Education

Four, or 18 percent, have stated policies pertaining to the introduction of innovations by secondary schools. Classified in two general areas, these organizations are:

Content	General
American Driver Education and Traffic Education Association	Department of Classroom Teachers
National Science Teachers Association	Rural Education Association

The stated policies reported are as follows:

(1) Driver Education - Recommended investigation of newer techniques such as team teaching, programmed material, large group instruction, television teaching, simulation of events, e.g., use of mechanical instruction aids;

(2) Classroom Teachers - Changes that are definable and educationally sound that are related to changes in society are recommended;

(3) Rural Education Associations - Changes that permit the extension of specialized educational services to all local school districts and upgrade the districts program offerings;

(4) National Science Teachers Association - Changes that involve creative and diverse approaches by many groups and agencies.

Fourteen, or 64 percent of the professional organizations report requesting reports on innovations from time to time on an ad hoc basis. These organizations are as follows:

Content	Services
American Association of Industrial Arts	American Library Association
Department of Foreign Language	Department of Audio Visual Instruction
Department of Home Economics	
Music Education National Conference	General
National Art Education Assoc.	
National Council for Social Studies	American Federation of Teachers
National Science Teachers Association	Association for Supervision and Curriculum Development
Speech Association of America	National Association for Public School Adult Education
	Rural Education Association

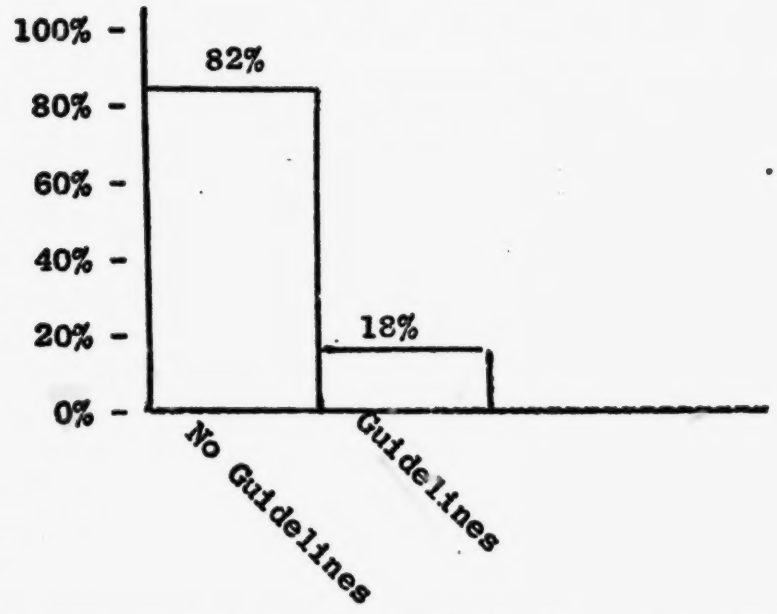
Five, or 23 percent, of the professional organizations report never requesting reports on innovations from member schools. They are:

Content	Services
Journalism Education Association	American Education Research Association
National Council of Teachers of Mathematics	
	General
	American Association of Colleges for Teacher Education
	Council for Exceptional Children

Only one (Driver Education) reported requesting reports on innovations regularly. Two organizations (Association for Supervision and Curriculum Development and Department of Classroom Teachers) report utilization of brochures and/or established councils for reporting innovations.

Eighteen, or 82 percent, of the professional organizations do not recommend guidelines for secondary schools to follow when engaging in innovative programs or practices. Four, or 18 percent, do report guidelines. The reported guidelines range from extensive standards specifying personnel, personnel materials and equipment requirements - to general statements expressing concern for relating the experimental program to the total curriculum. The organizations reporting were as follows:

Content	Services
National Science Teachers Association	American Library Association Department of Audio Visual Instruction
General	
Department of Classroom Teachers	



Nine, or 41 percent, of the professional organizations provide consultant help to promote or sponsor innovations in secondary schools. The nine organizations providing consultants are as follows:

Content	Services
Driver and Traffic Education Association	American Library Association
National Council for Social Studies	Department of Audio Visual Instruction
National Science Teachers Association	General
Speech Association of America	Department of Classroom Teachers
	National Association for Public School Adult Education
	Rural Education Association

Thirteen, or 59 percent, of the professional organizations promote innovations through special publications. They are:

Content	Services
Driver and Traffic Education Association	American Library Association
American Industrial Arts Association	Department of Audio Visual Instruction
Department of Home Economics	General
Music Educators National Conference	Association for Supervision and Curriculum Development
National Art Education Association	Department of Classroom Teachers
National Council for Social Studies	National Association for Public School Adult Education
National Science Teachers Association	Rural Education Association

Thirteen, or 59 percent, promote innovations through regular publications. They are:

Content	Services
Driver and Traffic Education Association	American Library Association
American Industrial Arts Association	Department of Audio Visual Instruction
Department of Foreign Languages	
National Art Education Association	General
National Council for Social Studies	Association for Supervision and Curriculum Development
National Council for Teacher of Mathematics	Council for Exceptional Children
National Science Teachers Association	National Association for Public School Adult Education
Speech Association of America	

Fourteen, or 64 percent, of the professional organizations hold annual or more frequent general meetings to promote innovations. They are as follows:

Content	Services
American Driver and Traffic Education Association	American Library Association
American Industrial Arts Association	Department of Audio Visual Instruction
Department of Foreign Language	
Department of Home Economics	General
National Art Education Association	Department of Classroom Teachers
National Council for Social Studies	Association for Public School Adult Education
National Council for Teachers of Mathematics	Rural Education Association
National Science Teachers Association	
Speech Association of America	

Eleven, or 50 percent, of the professional organizations report the holding of special conferences to promote innovation in their member secondary schools. Those professional organizations holding such conferences are:

Content	Services
American Driver and Traffic Education	American Library Association
American Industrial Arts Association	Department of Audio Visual Instruction
National Art Education Association	
National Council for Social Studies	General
National Council for Teachers of Mathematics	American Federation of Teachers
National Science Teachers Association	Rural Education Association
Speech Association of America	

Nine, or 41 percent,of the professional organizations promote innovation through funded projects. Those who promote innovation through funded projects are:

Content	Services
American Driver and Traffic Education	American Library Association
Music Education Association	Department of Audio Visual Instruction
National Art Education Association	General
National Council for Social Studies	Department of Classroom Teachers
National Science Teachers Association	
Speech Association of America	

The Rural Education Association reports encouraging innovation in some secondary schools.

Fourteen, or 64 percent,of the professional organizations'staffs report their encouraging innovation in all secondary schools. They are as follows:

Content	Services
American Driver and Traffic Education Association	American Library Association
American Industrial Arts Association	Department of Audio Visual Instruction
Department of Foreign Languages	
Department of Home Economics	General
Journalism Education Association	
National Art Education Association	Association for Supervision and Curriculum Development
National Council for Social Studies	Department of Classroom Teachers
National Council for Teachers of Mathematics	National Association for Public School Adult Education
National Science Teachers Association	

The following four, or 18 percent, of the reporting professional organizations report not encouraging innovation in any professional organizations: American Association of Colleges for Teacher Education, American Federation of Teachers, Council for Exceptional Children, Speech Association of America. Three, or 14 percent, of the organizations did not respond to this item.

Eight, or 36 percent, of the professional organizations report promoting innovations as related to course content. These organizations are as follows:

Content	General
American Driver and Traffic Education Association	Rural Education Association
Department of Home Economics	
Journalism Education Association	
National Art Education Association	
National Council for Social Studies	
National Science Teachers Association	
Speech Association of America	

Seven, or 32 percent, of the professional organizations report promoting innovations as related to teaching method. These organizations are as follows:

Content	Services
American Driver and Traffic Education Association	Department of Audio Visual Instruction
Department of Foreign Languages	General
Journalism Education Association	
Music Education National Conference	Rural Education Association
National Art Education Conference	

Six, or 27 percent, of the professional organizations report promoting innovations as relates to organization for instruction. They are listed below:

Content	General
American Driver and Traffic Education Association	Council for Exceptional Children
Journalism Education Association	Rural Education Association
Music Education National Conference	
National Art Education Association	

Six, or 27 percent, of the reporting professional organizations report encouraging innovations as related to technological aid for instruction. They are as follows:

Content	Services
American Driver and Traffic Education Association	Department of Audio Visual Instruction
Journalism Education Association	General
National Art Education Association	Department of Classroom Teachers
	Rural Education Association

Six, or 27 percent, of the professional organizations report that they conducted follow-up studies of schools who have introduced innovations. They are as follows:

Content	Services
American Driver and Traffic Education Association	American Library Association
National Science Teachers Association	Department of Audio Visual Instruction
	General
	Association for Supervision and Curriculum Development
	Department of Classroom Teachers

The remaining organizations do not conduct follow-up studies.

Only four, or 18 percent, of the reporting professional organizations systematically keep track of any particular area of innovation in their secondary schools. They are as follows:

Content	Services
American Driver and Traffic Education Association	Department of Audio Visual Instruction
Journalism Education Association	General
	Association for Supervision and Curriculum Development

The remaining professional organizations do not systematically keep track of any particular area of innovation in their secondary schools.

Fifteen, or 68 percent, of the professional organizations report that secondary school educators look to them for some assistance in introducing innovations. These organizations are as follows:

Content	Services
American Driver and Traffic Education Association	American Library Association
American Industrial Arts Association	American Education Research Association
Department of Foreign Languages	Department of Audio Visual Instruction
Department of Home Economics	General
Journalism Education Association	Association for Supervision and Curriculum Development
National Art Education Association	Department of Classroom Teachers
National Council for Social Studies	Rural Education Association
National Science Teachers Association	
Speech Association of America	

Four, or 18 percent, report that secondary schools do not look to them for assistance in introducing innovations. Three organizations did not respond to this item.

Five, or 23 percent, of the professional organizations report that some of their member schools are engaged in programs involving N.S.F. developed science programs. They are:

Content	Services
National Art Education Association	Department of Audio Visual Instruction
National Science Teachers Association	General
	American Federation of Teachers
	Rural Education Association

Four, or 18 percent,of the professional organizations report that some of their member schools are engaged in modern mathematics programs. They are:

Content	Services
National Art Education Association	Department of Audio Visual Instruction
	General
	American Federation of Teachers
	Rural Education Association

Five, or 23 percent,of the professional organizations report that some of their member schools are engaged in programs involving Project English. They are as follows:

Content	General
National Art Education Association	American Federation of Teachers
Speech Association of America	Rural Education Association
Services	
Department of Audio Visual Instruction	

Four, or 18 percent,of the professional organizations report that some of their member schools engage in new programs in the social studies. They are as follows:

Content	Services
National Art Education Association	Department of Audio Visual Instruction
	General
	American Federation of Teachers
	Rural Education Association

Five, or 23 percent,of the professional organizations report that some of their member schools engage in team teaching, flexible scheduling, Project English, National Science Foundation, and the use of teacher aids. They are as follows:

Content	Services
American Driver and Traffic Education	Department of Audio Visual Instruction
National Art Education Association	General
	American Federation of Teachers
	Rural Education Association

Seven, or 32 percent,of the professional organizations report that secondary schools look to them for support in introducing innovations. These organizations are as follows:

Content	Services
American Driver and Traffic Education Association	American Library Association
Department of Home Economics	Department of Audio Visual Instruction
National Science Teachers Association	General
	Department of Classroom Teachers
	Rural Education Association

The Department of Audio Visual Instruction reports that secondary schools look to them for approval to introduce innovations. Ten professional organizations,or 45 percent,report that secondary schools look to them for neither approval nor support in introducing innovations. These organizations are as follows:

Content	Services
Journalism Education Association	American Educational Research Association
Music Education National Conference	General
National Art Association	American Association of Colleges for Teacher Education
National Council for Teachers of Mathematics	American Federation of Teachers
Speech Association of America	Association for Supervision and Curriculum Development
	Council for Exceptional Children

Four, or 18 percent, of the professional organizations did not respond to this item.

Twelve, or 54 percent, of the professional organizations report that at present they do not have or have never had funds to encourage innovations in secondary schools. These 12 organizations are as follows:

Content

American Industrial Arts Association
Department of Foreign Languages
Journalism Education Association
National Science Teachers Association
Speech Association of America

Services

American Educational Research Association

General

American Association of Colleges for Teacher Education
American Federation of Teachers
Association for Supervision and Curriculum Development
Council for Exceptional Children
Rural Education Association
National Council for Administrative Women in Education

Eight, or 36 percent, of the professional organizations report having had or presently have funds to encourage innovations in secondary schools. They are as follows with amounts and source.

American Library Association

$1,113,000 for a five-year period (1963-1968) from the Knapp Foundation

American Driver and Safety Education Association

Internships - $30,000; 1964-66 -- Automotive Safety Foundation
National Conference - $15,000; 1963 - Automotive Safety Foundation
National Conference - $15,000; 1963 - Insurance Institute for Highway Safety
National Conference - $15,000; 1965 - Automotive Safety Foundation
National Conference - $15,000; 1965 - U. S. Bureau of Public Roads

Department of Audio Visual Instruction

$400,000 worth of special grants not enumerated

Department of Classroom Teachers

$100,000 - 1964-66 National Education Association

Department of Home Economics

$3,200 - 1964 Sears-Roebuck Foundation
$4,200 - 1965 J. C. Penney Company
$10,000 - 1966 Stone Foundation

National Art Education Association

$50,000 - 1965-66 U.S.O.E.
$40,000 - 1966-67 U.S.O.E.

National Council for Social Studies

$15,000 per year for four years from a private donor

National Council for Teachers of Mathematics

$46,900 - 1961-65 from I.B.M.
$56,840 - 1962-63 from National Science Foundation

Eleven, or 50 percent of the professional organizations report having worked cooperatively with other agencies or associations to encourage innovation in secondary schools. They are as follows:

Content

American Industrial Arts Association
National Art Education Association
National Council of Teachers of Mathematics
National Science Teachers Association
Speech Association of America

Services

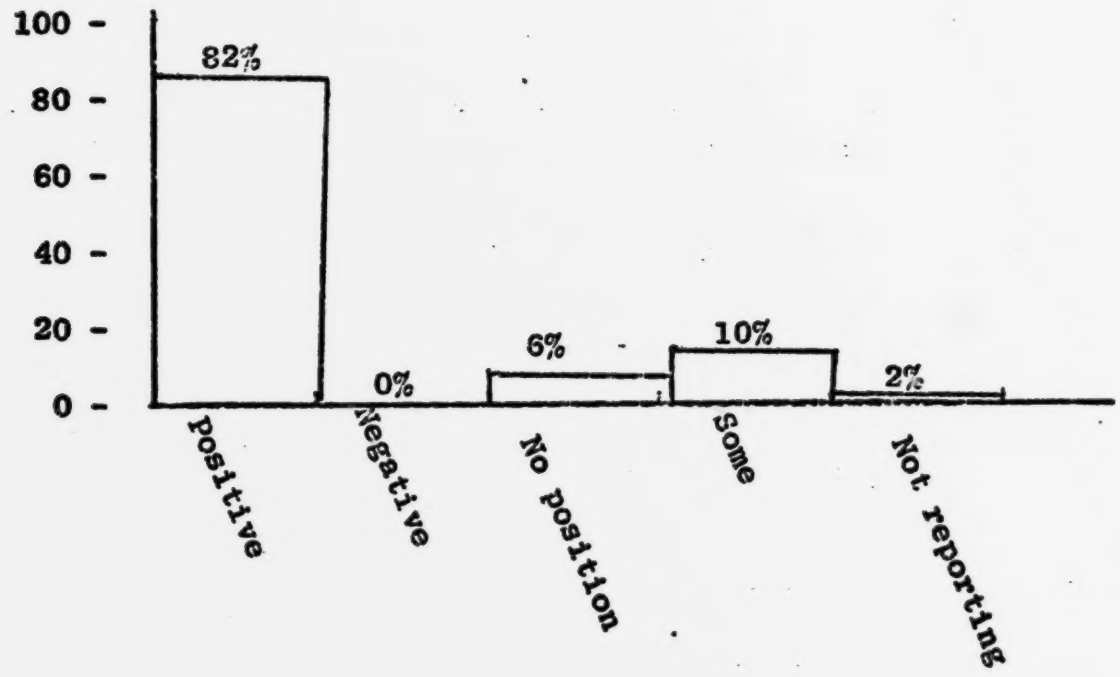
American Educational Research Association
Department of Audio Visual Instruction

General

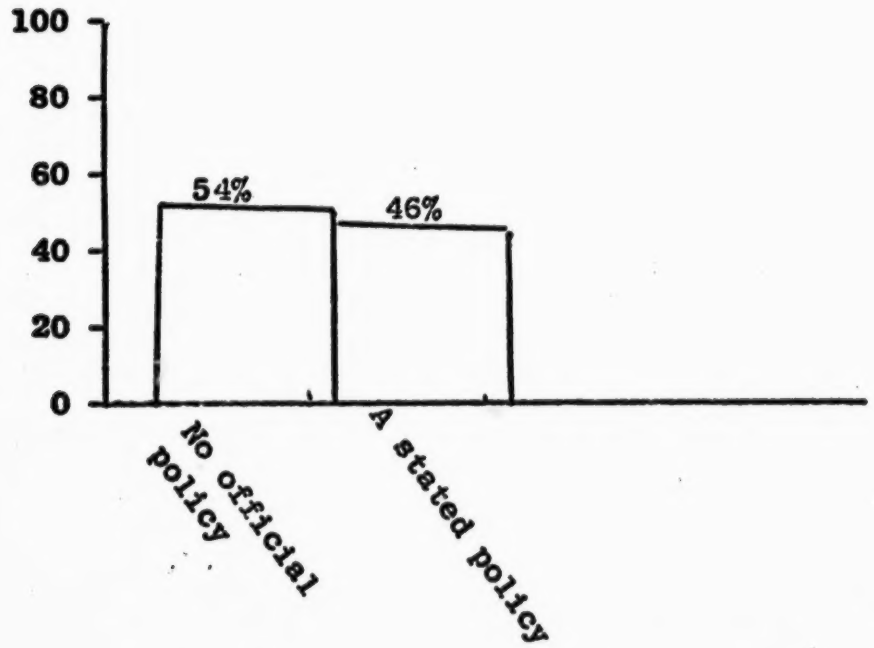
National Council of Administrative Women in Education
Association for Supervision and Curriculum Development
Department of Classroom Teachers
Rural Education Association

State Departments

Of the 50 state departments participating in this study, 41 or 82 percent, report having a positive position in regard to any secondary school introducing any innovation it selects. All 50 states report refraining from holding a negative position in this regard. Three state departments, or six percent, (Georgia, Maryland, South Dakota), neither encourage nor discourage innovations in their schools. Five state departments report having the position that any secondary school may introduce only certain innovations. One state (Rhode Island) failed to respond to this item.



Twenty-seven, or 54 percent, of the state departments report having no official policy concerning secondary schools introducing innovations, while the remaining 23, or 46 percent, of the state departments report having a stated policy on secondary schools introducing innovations.

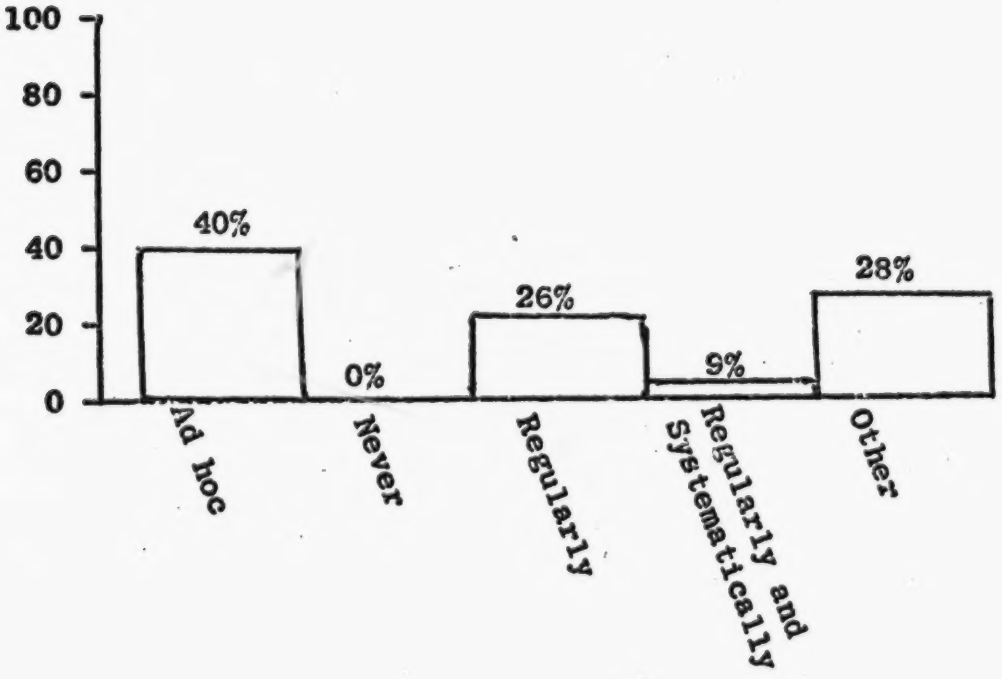


The majority of states having stated policies on secondary schools introducing innovations report having adopted the policy during the last 20 years:

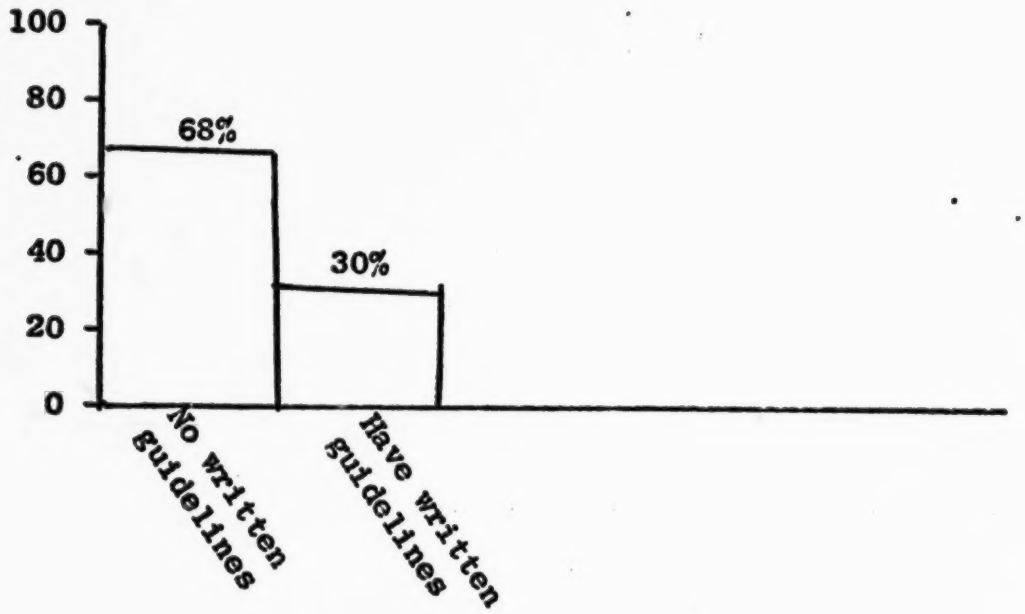
State	Date	Adopted by
Alabama	1962	Accrediting Committee
Arkansas	1964	Division of Instruction
Illinois	1962	Advisory Committee
Kansas	1950	Accrediting Committee
Kentucky	1959	State Board of Education
Louisiana	1965	State Department of Education
Minnesota	1962	State Department Staff
Mississippi	1952	State Accreditation Commission
Missouri	1949	Commission for Development of Classification Standard
New Mexico	1965	State Department of Education
Oregon	1959	State Department of Education
South Carolina	1947	State Standards Commission
Tennessee	1963	State Department of Education
Texas	1960	Accreditation Department

One state, New Jersey, reports having adopted such a policy in 1903.

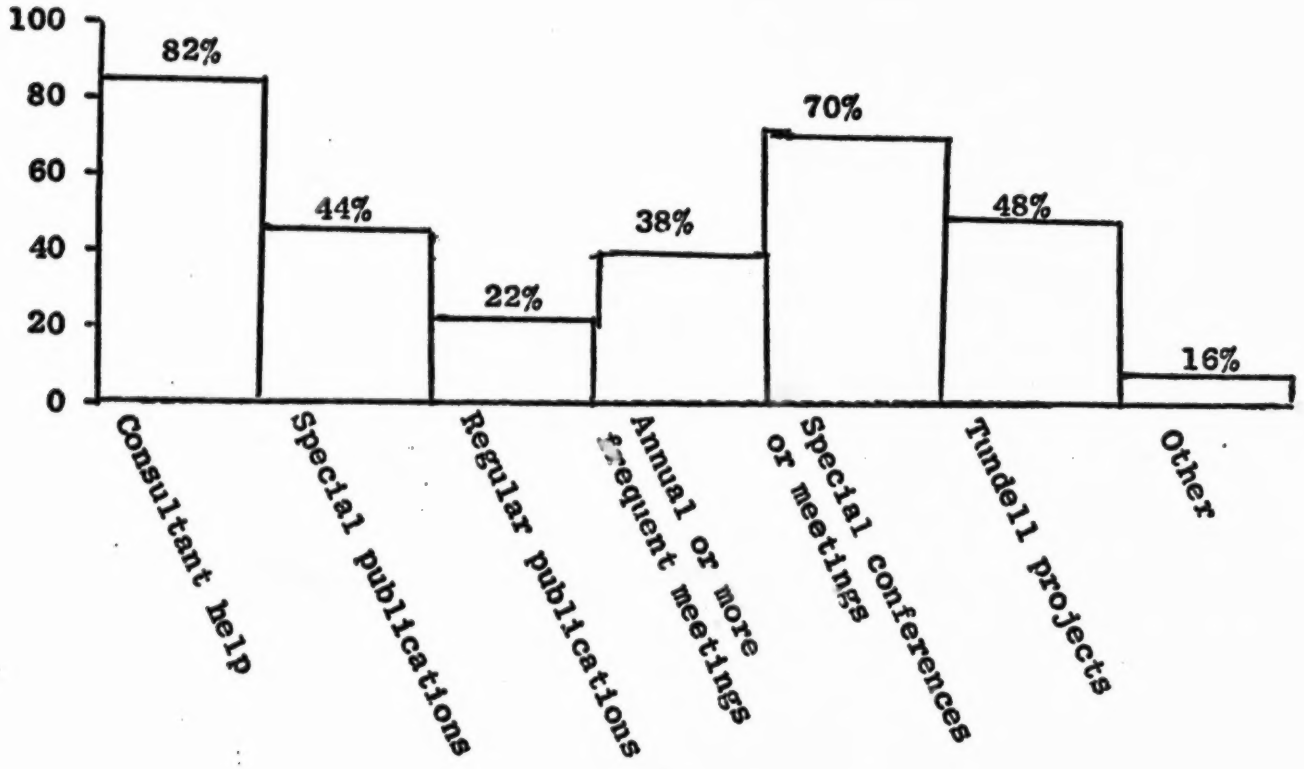
All the state departments, or 50, report that they request reports on innovations from their states' secondary schools. The nature of the reports requested vary. Twenty, or 40 percent, of the state departments request these reports from time to time on an ad hoc basis. Thirteen, or 26 percent, of the state departments request these reports regularly. Nine, or 18 percent, of the state departments request these reports to be submitted regularly and on a systematic basis. Fourteen, or 28 percent, of the state departments request the reports to be submitted in other ways.



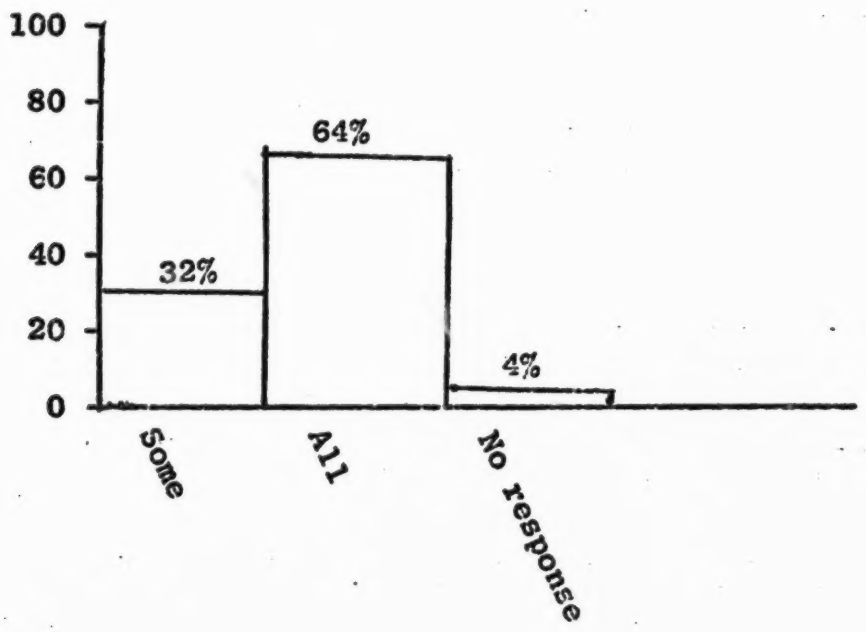
The majority of the state departments, 68 percent, or 34, do not have recommended guidelines for secondary schools who expect to engage in innovative programs or practices while 15, or 30 percent, report having such guidelines. One state department failed to answer this question on the questionnaire.



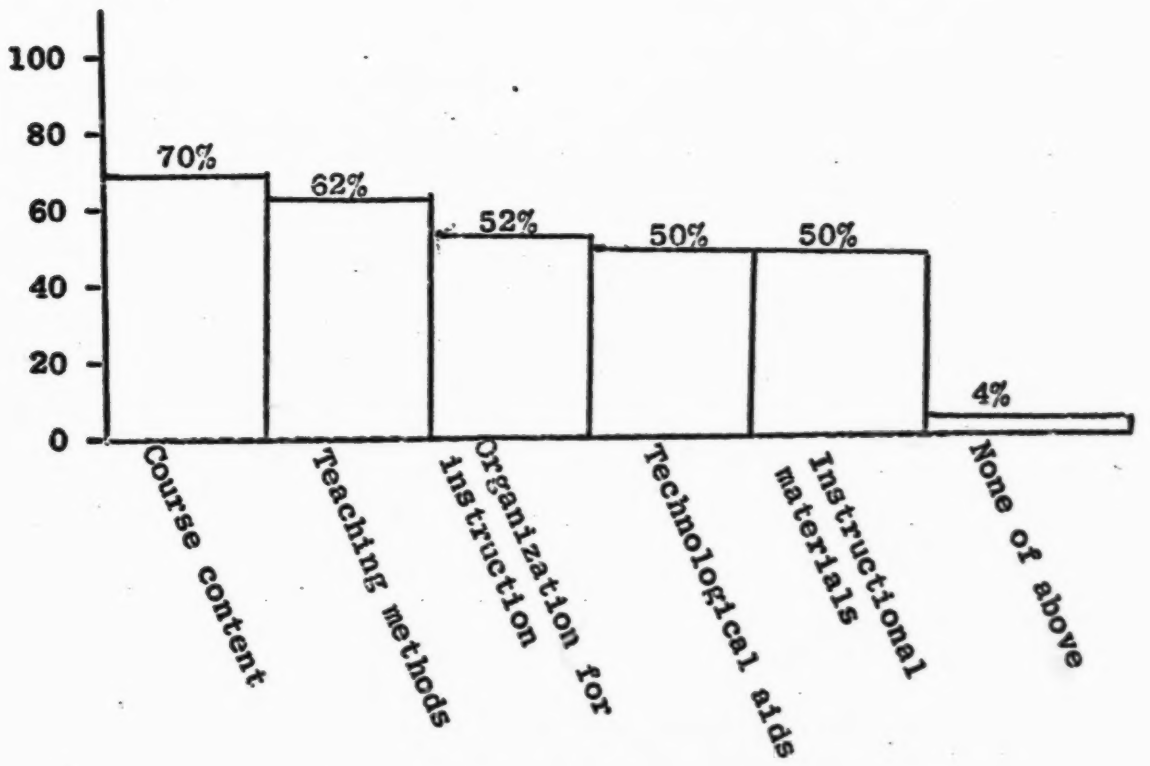
The state departments report sponsoring innovations in a variety of ways. The most popular means of sponsoring innovations by state departments is by means of providing consultant help. This method is employed by 41 state departments or 82 percent. The second most popular means of sponsoring innovations utilized by state departments is special conferences. Thirty-five, or 70 percent, of the state departments report using this method. Funded projects ranked third in popularity among state departments as a means of sponsoring innovation. Twenty-four, or 48 percent, of the state departments report using this method. The use of regular publications as a means of sponsoring innovations was ranked lowest in popularity among the state departments. Only 11, or 22 percent, of them reported using the regular publication as a means of sponsoring innovations.



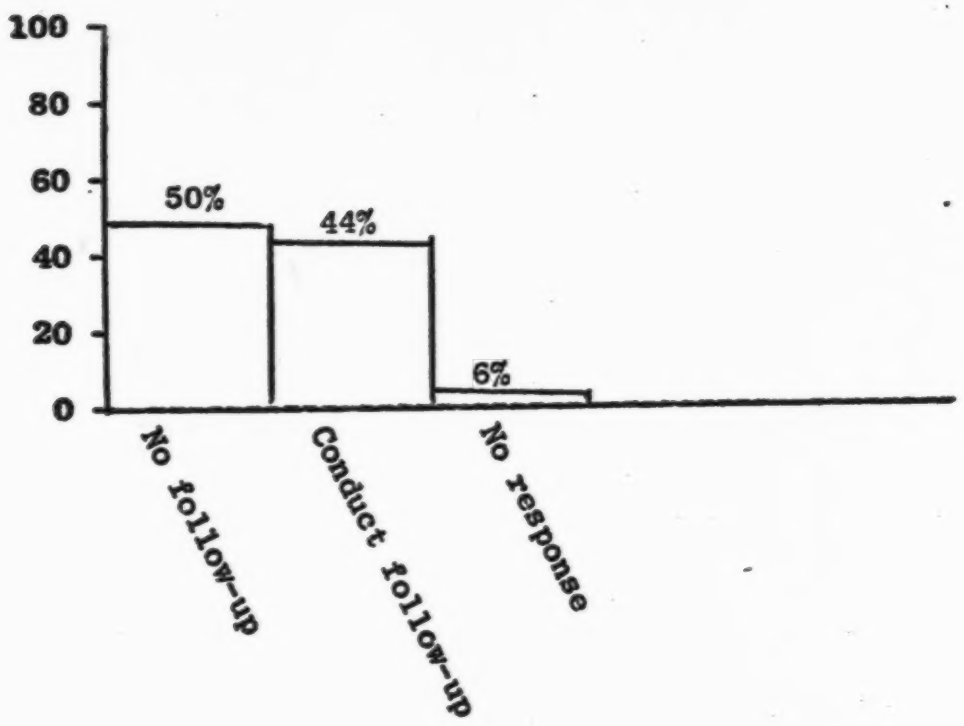
None of the fifty state departments reported the failure of their staffs to encourage innovations in secondary schools. Two of the state departments did fail to respond to this item. Sixteen of the state departments, or 32 percent, reported their encouraging innovations in some secondary schools. Thirty-two, or 64 percent, reported their encouraging innovations in all secondary schools.



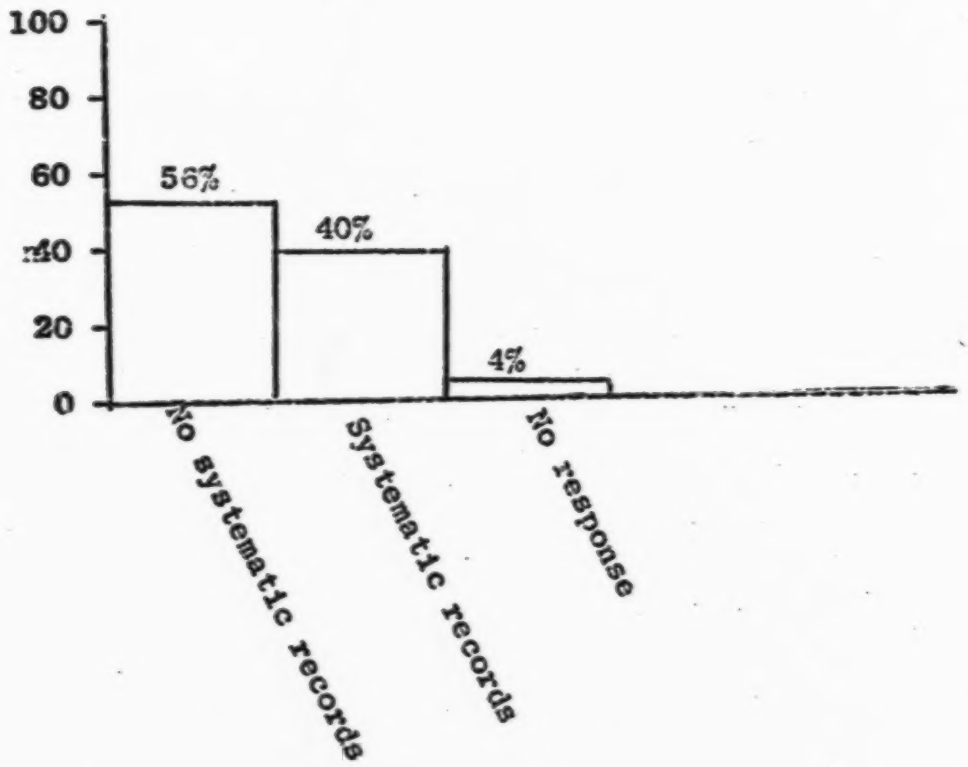
Thirty-five, or 70 percent, of the state departments reported their promoting innovations related to course content. Thirty-one, or 62 percent, of the state departments reported their promoting innovations in teaching methodology. Twenty-six, or 52 percent, of the state departments reported their promoting innovations in organization for instruction. Twenty-five, or 50 percent, of the state departments reported their encouraging innovations as relates to the use of technological aids for instruction. Twenty-five, or 50 percent, of the state departments reported their encouraging innovations in the use of instructional materials. Only two, or 4 percent, of the state departments reported that they did not encourage innovations in any of the above areas. State departments encourage innovations in:



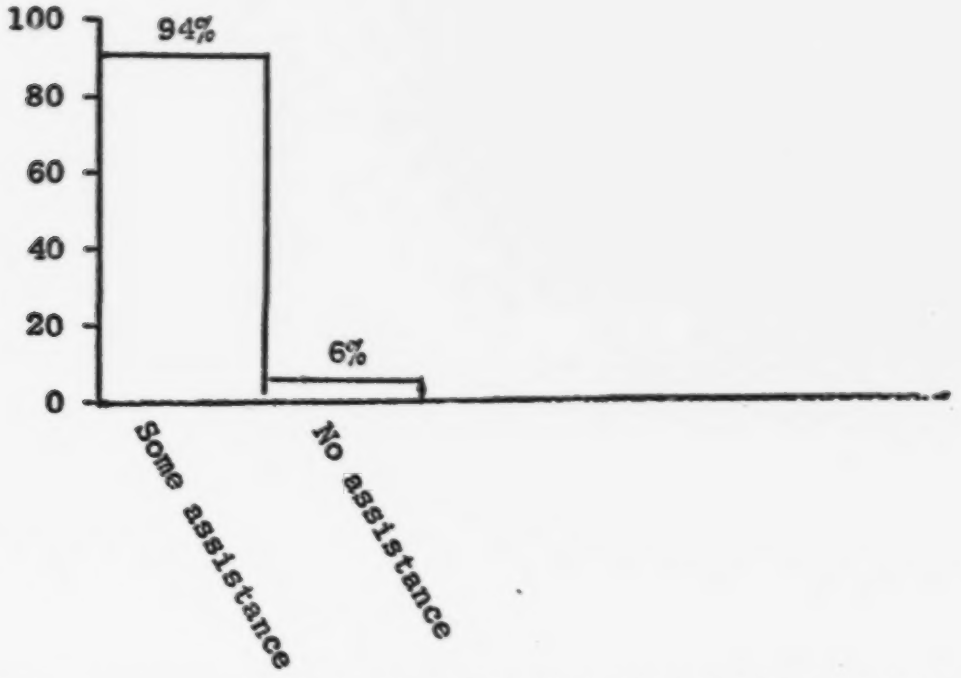
Twenty-five, or 50 percent, of the state departments report that they do not conduct follow-up studies of schools who have introduced innovations. On the other hand, 22, or 44 percent, of the state departments do report conducting follow-up studies. Three, or 6 percent of the state departments failed to respond to this item on the instrument.



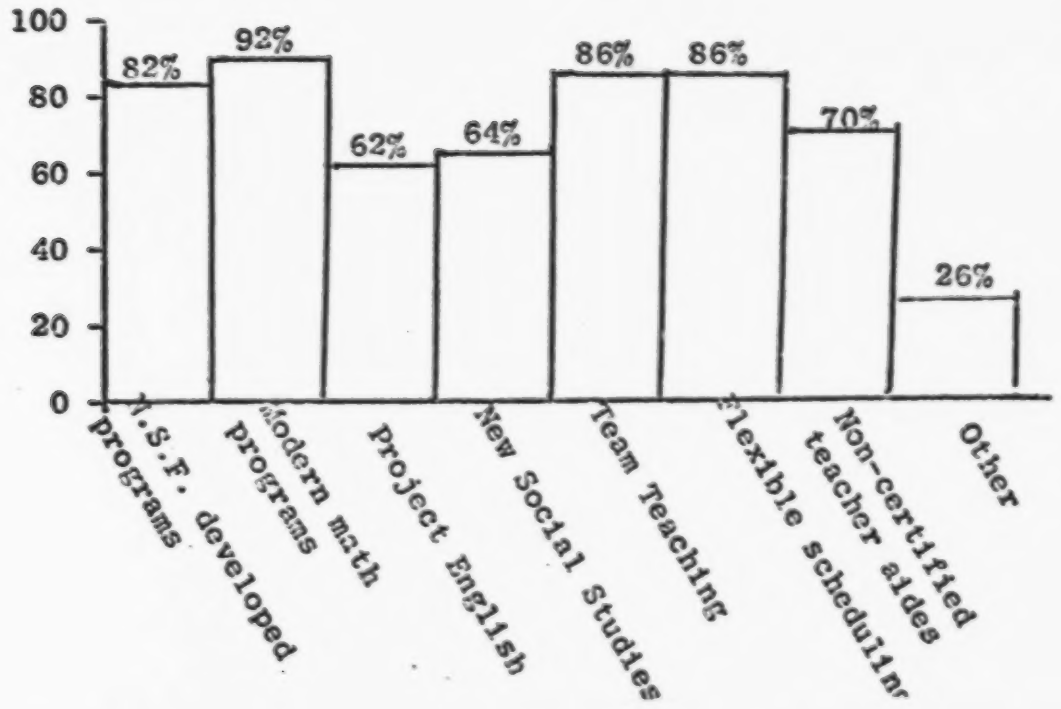
One item on the questionnaire dealt with the systematic recording of areas of innovation in the secondary schools. Twenty-eight, or 56 percent, of the state departments reported that they did not keep such records. Twenty, or 40 percent, of the state departments do report keeping such records. Two, or 4 percent, of the state departments failed to respond to this item.



Forty-seven, or 94 percent, of the state departments report that some of their secondary schools do request assistance in introducing innovations in their schools. Only three, or 6 percent, of the state departments report that none of their secondary schools look to them for assistance in introducing innovations.

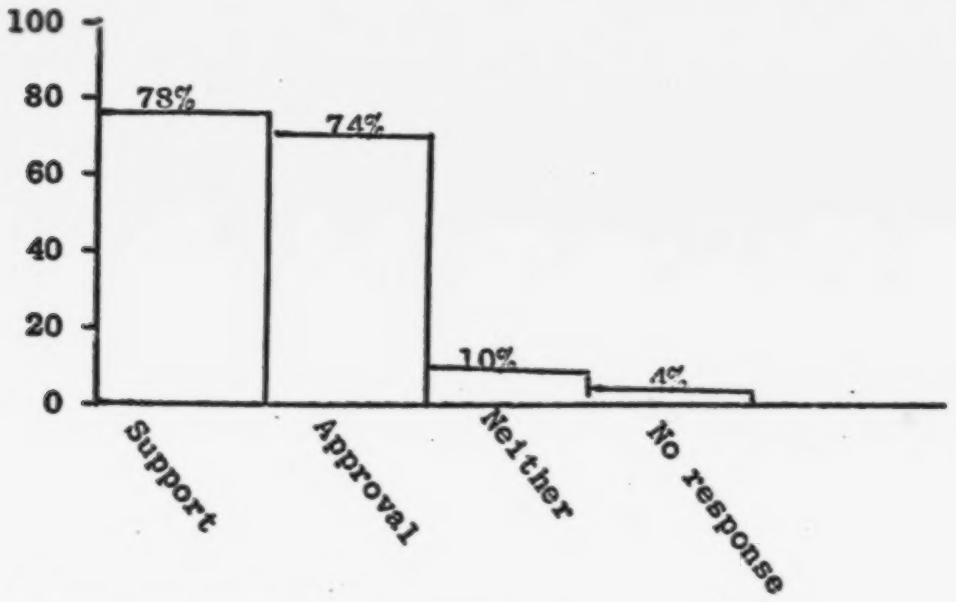


The questionnaire requested the state department to indicate whether or not their high schools engaged in various new curricular programs. The figures as follows indicate the relative degree of new program adoption in the states.

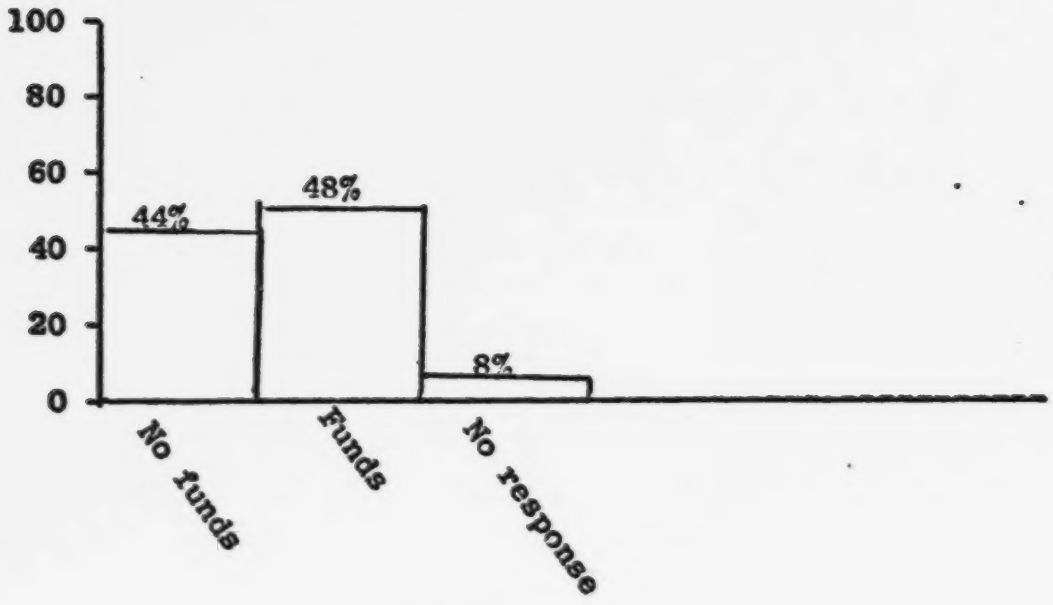


These figures indicate that modern math, team teaching and flexible scheduling are the most widespread of new program adoption.

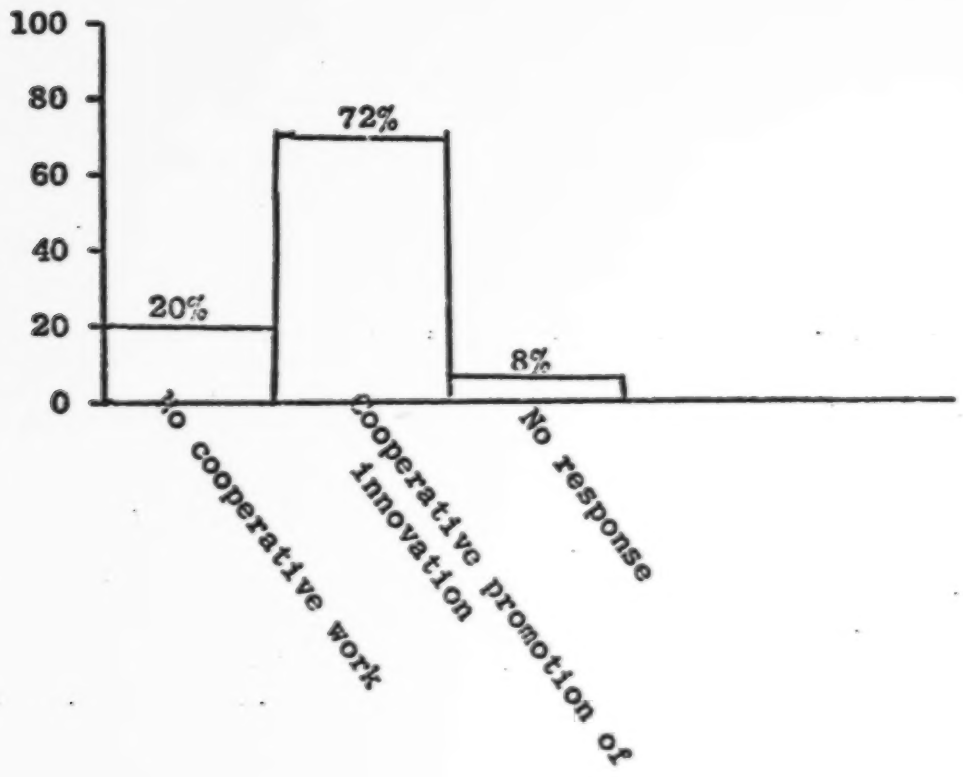
Thirty-nine, or 78 percent, of the state departments report that secondary school educators look to them for support in introducing innovations. Thirty-seven, or 74 percent, of the state departments report that secondary schools look to them for approval in introducing innovations. Five, or 10 percent, of the state departments report that secondary schools look to them for neither support nor approval in introducing innovations.



Twenty-two, or 44 percent, of the state departments report that they have no funds with which to encourage innovations. Twenty-four, or 48 percent, of the state departments report having funds available to use in encouraging innovations in secondary schools.



Ten, or 20 percent, of the state departments report that they have not worked cooperatively with other agencies or associations to encourage innovations in secondary schools. Thirty-six, or 72 percent, of the state departments report having engaged in cooperative endeavors to promote innovation.



Accrediting Associations

Three of the five reporting Accrediting Associations reported that they assume a positive position in regard to any secondary school introducing any innovation it selects. The other associations reported that they did not take a position concerning the introduction of innovation in secondary schools.

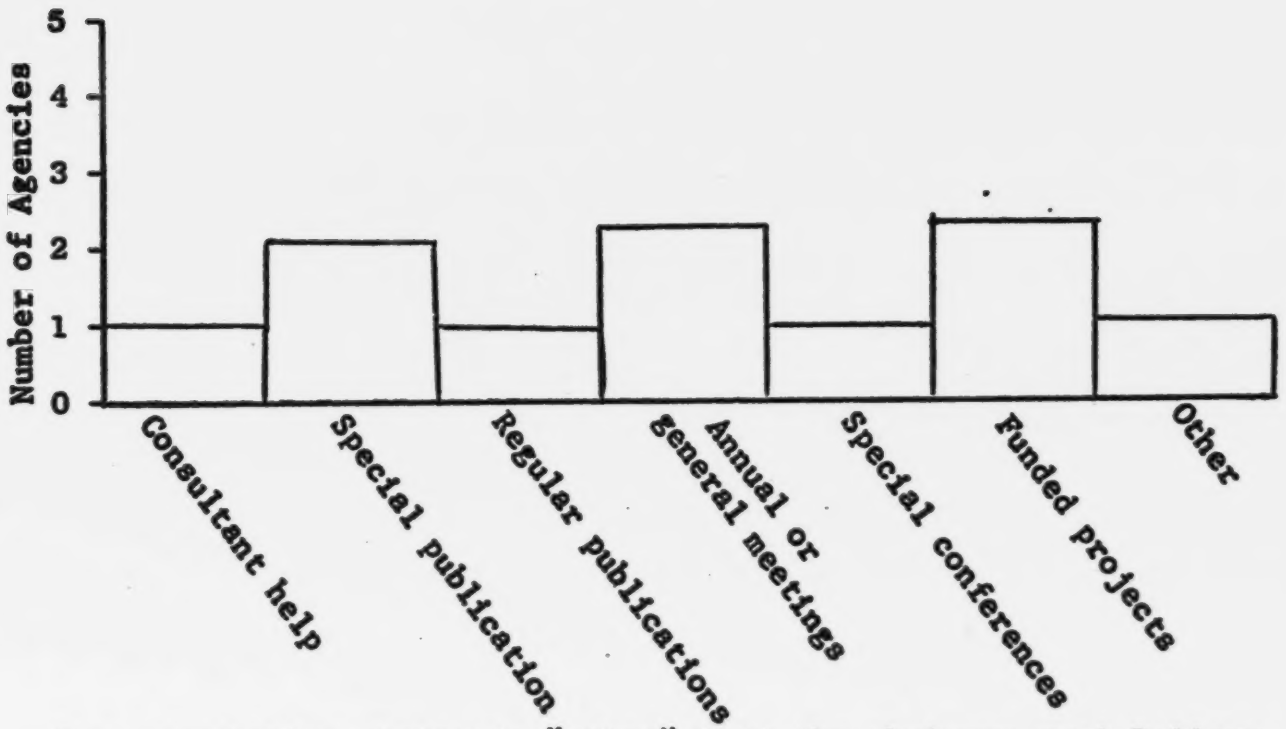
When asked whether the association had a stated policy concerning schools introducing an innovation, three associations indicated that they had no official policy, while the other two said they had policies in this area. Of the two associations that had policies, one stated the schools were required to submit requests for approval. The other said its policy involved schools when there was a criterion deviation only.

In reply to a question of the regularity requested on innovation reports from secondary schools, the following results were tabulated:

One association replied it never requested reports on innovations from secondary schools; one stated "from time to time on an ad hoc basis;" one said "it requested reports regularly on a systematic basis;" one replied "it had an annual requirement;" and the other reported that it requested these reports only when there was a deviation of criteria.

An additional question was, "Are there guidelines recommended by the agency or association for those secondary schools to follow which expect to engage in innovative programs or practices?" The five associations were unanimous in their replies to this question. All replied "no" to this question.

Four of the five reporting associations indicated they did promote or sponsor innovations in secondary schools. The means used by the associations are tabulated below.



One association stated in "other" that the chairman sent letters two or three times a year to the schools including references to innovations.

All of the associations indicated they encouraged innovation in all of the secondary schools in their accrediting area. The ways cited that innovation is encouraged by the associations are as follows: Through adoption of standards, through conferences, through reports on programs underway, through visitations, reports, etc., and through regular evaluation processes.

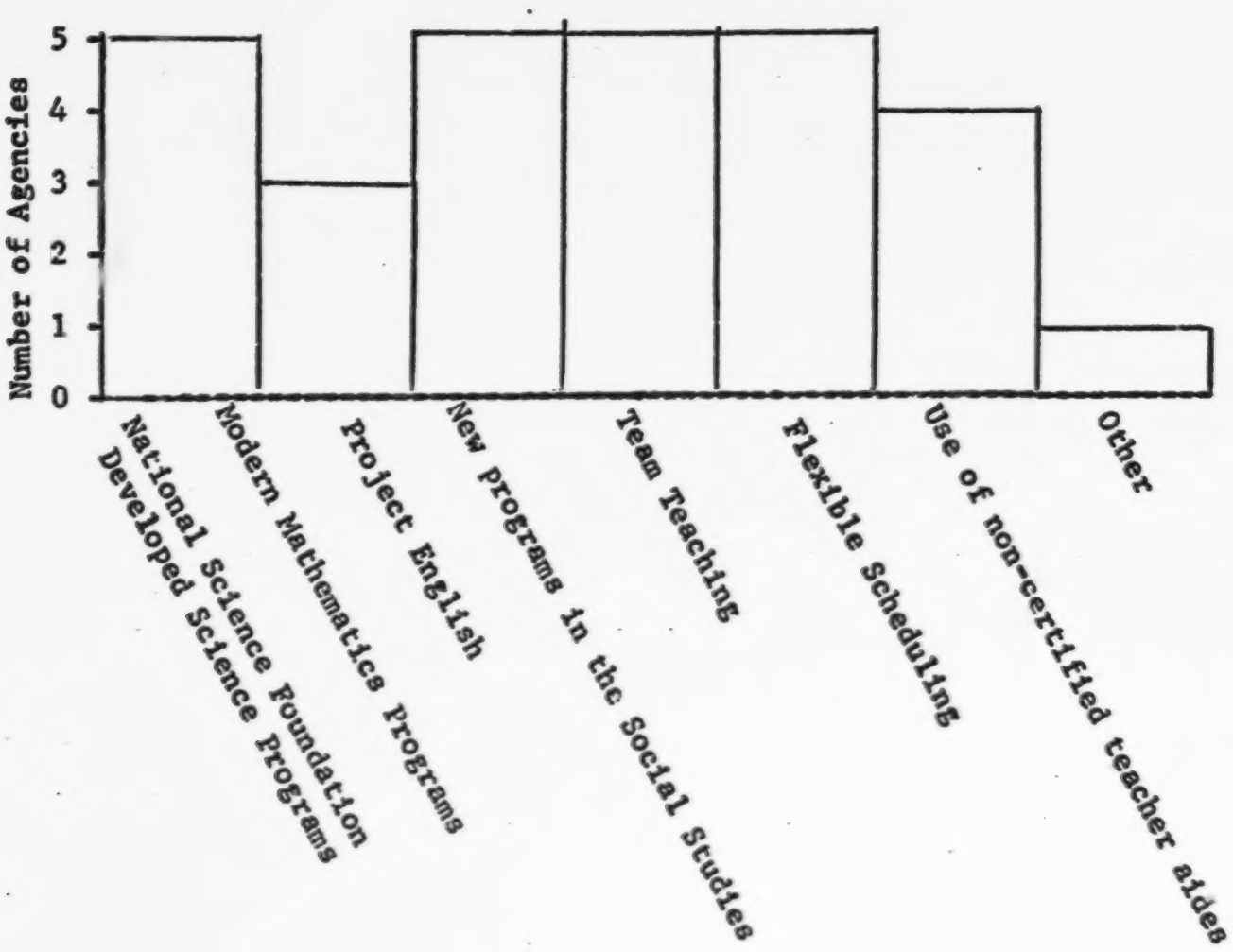
The question was asked if the association conducted follow-up studies of schools that have introduced innovations. Two associations replied "no" to this question and two replied "yes." One association did not answer the question.

Of the two associations that answered in the affirmative, one stated that each school was given a full evaluation, as a follow-up study, at least once every five years. The other association said the follow-up studies were conducted by the individual states in the association and that not all of the states performed this follow-up.

In response to, "Does this agency or association systematically keep track of any particular area of innovation in the secondary schools?" three associations answered negatively. Two stated that they did keep track; one accomplished this by an inventory procedure and the other association kept track by annual reports to the State Committees.

Three of the accrediting associations reported that some secondary school educators request some assistance from them in introducing innovations in their schools. One association reported that no assistance vas asked for and one association failed to answer this question.

The questionnaire requested the accrediting associations to reply whether any secondary schools, associated with the association, engaged *in various new curricular programs.* The following figures represent the tabulated results:



In response to a question asking about the size of the association's staff; two of the associations reported two full-time professional personnel in all areas of the association's activity; one reported 12 personnel; one reported only one full-time person; and one agency did not report.

Two of the associations said secondary school educators look to them for both support and approval in introducing innovations. One indicated that only approval was requested. The other two associations said that educators did not look to them for support or approval.

Three of the five reporting associations said they had no funds with which to encourage innovations in secondary schools. The other two associations stated they did have funds for this purpose.

Two of the associations answered "yes" to the question of whether they cooperate with other agencies or associations to encourage innovation in any secondary school or schools. The other three associations replied "no" to this question.

CHAPTER IV

DISCUSSION

Professional Organizations

It is generally assumed that professional organizations influence secondary schools by providing leadership in curricular improvement and innovation. This portion of the study reports the perceptions that twenty-two professional organizations hold of their contributions to innovations in secondary schools.

To facilitate reporting, the professional organizations were grouped into three categories - (1) organizations dealing primarily with content areas; (2) organizations dealing primarily with services for secondary schools, e.g., American Library Association; and (3) organizations whose interests in secondary schools cut across several content and service areas, e.g., Association for Supervision and Curriculum Development.

It is assumed that professional organizations do not have any direct control over secondary schools. This was reflected clearly when they were asked to indicate their positions regarding the introduction of innovations in secondary schools. Fifty percent report having taken no position on this matter. None of the organizations reported having a negative position regarding the introduction of innovations in secondary schools. Thirty-six percent report having a position that any innovation should be encouraged in any secondary school. Nine percent indicated that they held positions that only selected innovations should be encouraged in secondary schools. From this data one can conclude that professional organizations do not disfavor innovation in secondary and about half of them have gone on record as favoring innovation in secondary schools.

In spite of the above conclusion only 18 percent of the reporting professional organizations have stated policies concerning the introduction of innovation by secondary schools. The stated policies are as follows:

(1) Driver Education and Traffic Association - "Recommended investigation of newer techniques such as team teaching, programmed material, large group instruction, television teaching and simulation of events."

(2) Department of Classroom Teachers - "Changes that are definable and educationally sound and are related to changes in society are recommended."

(3) Rural Education Association - "Changes that permit the extension of specialized educational services to all local school districts and upgrade the district's program offerings."

(4) National Science Teachers Association - "Changes that involve creative and diverse approaches by many groups and agencies."

There exists a general lack of guidelines which have been developed by professional organizations for use by secondary schools who expect to engage in innovative practices. This too is indicative of the small amount of influence professional organizations wield over secondary schools. The data from this study indicates that only 18 percent of the professional organizations have such guidelines. These guidelines range from extensive standards specifying personnel, materials and equipment requirements to general statements expressing concern for the relating of the experimental program to the total curriculum.

On the other hand 64 percent report that their employees do encourage innovation in all secondary schools. One organization reports that its staff encourages innovation in only some secondary schools. Of those professional organizations whose employees encourage innovation, the majority are classified as content area organizations.

Most professional organizations are looked upon by secondary schools as being capable of assisting them in introducing innovations. Sixty-eight percent of the reporting organizations report being so viewed by secondary schools.

Only 32 percent of the professional organizations report that secondary school educators look to them for support in introducing innovations. This is probably true because the professional organization could wield little if any influence over a local school board. One organization, however, does report that secondary educators look to it for approval in introducing innovations. Forty-five percent report that secondary educators look to them neither for support nor approval in introducing innovations.

The question could now be asked, "What things do these reporting professional organizations actively do to promote and encourage innovation and experimentation?" Three activities reported were the providing of consultant assistance, encouraging innovation through publications, and holding special conferences to promote innovation. Forty-one percent of the professional organizations provided consultant help and one-half of them held special conferences. Concerning publications, 59 percent promoted innovations through special and regular publications. The most popular activity appears to be the holding of meetings. Sixty-four percent of the organizations also held annual or frequent general meetings with innovation being the major topic discussed.

Of the innovations promoted or introduced by professional organizations, the most frequently cited were those related to course content. Thirty-six percent of the organizations report having promoted such innovations. Thirty-two percent of the organizations report having promoted innovations

relating to teaching method. Twenty-seven percent report having promoted or introduced innovations relating respectively to organization for instruction and technological aids for instruction.

The interest of professional organizations in innovations in secondary schools is reflected in the fact that 78 percent of them request reports from schools regarding innovations. The methods of reporting are diverse, but the majority of the organizations, 64 percent, request these reports on an "ad hoc" basis. Only 18 percent of the professional organizations systematically keep track of any particular area of innovation. And a mere 27 percent conduct follow-up studies of secondary schools who have introduced innovations. This lack of systematic reporting, recording and follow-up could be attributed to lack of funds, staff and authority on the part of professional organizations.

The professional organizations report that from 18 to 23 percent of the secondary schools with whom they are associated are engaged in programs involving:

(23%) 1. National Science Foundation Science Programs

(18%) 2. Modern Mathematics Programs

(23%) 3. Project English

(18%) 4. New Programs in Social Studies

(23%) 5. Team Teaching

(23%) 6. Flexible Scheduling

(23%) 7. The Use of Noncertified Teacher Aides

These figures indicate that innovations and new curricular programs are not widespread and could better be promoted by all organizations.

It has been noted that money quite often provides the incentive to move ahead educationally. Thirty-six percent of the organizations report having funds with which to sponsor and encourage innovations. These funds reportedly come from various foundations, private donors, governmental agencies and internal sources.

Only 50 percent of the professional organizations report having worked cooperatively with other organizations to promote innovations.

State Departments (Results of Questionnaire)

It is commonly believed that state departments of education play or have the potential to play an important role in influencing the practices of secondary schools. As changes permeate society, it becomes increasingly apparent that state departments should step up this leadership role so that secondary schools can more easily keep attuned to the times.

In this section of the study a report is given as to how state education departments see themselves in respect to secondary schools introducing new programs and practices. What is presented here comes from data gathered by a questionnaire submitted to the 50 state education agencies and from depth interviews with selected officers from state education departments.

In some cases, individual state departments failed to respond to some of the items on the questionnaire. This fact accounts for the fact that the percentages do not always total 100 percent.

State education departments, for the most part, look with an approving eye on the introduction of innovations in the schools of their respective states. Forty-one, or 82 percent, of the state education agencies report

they assume a positive position in regard to the inauguration of new programs and practices. Three states, Georgia, Maryland, and South Dakota, maintain they neither encourage nor discourage innovations in the schools of their states. However, all fifty education departments are unanimous in their contention that they do not hold a negative position concerning the introduction of new programs and practices in the schools.

The positive posture in regard to innovation has been translated into official policy statements in 23, or 46 percent, of the states. Where policies have been adopted they frequently contain statements which:

1. Put the department on record as encouraging the exercise of creative local initiative,
2. Require the submission of a descriptive statement prior to the inauguration of a new program or practice giving both the objectives and rationale for the departure from usual practice,
3. Call for periodic reports assessing the innovation's value where approval to introduce new programs and practices is required by the states, there is a general lack of stated specificity of criteria for approving or disapproving new programs. Further, there is seldom a clear statement of assignment of an individual or group which acts on such requests. Of the 23 states requiring schools to seek approval before introducing new programs, 18 of them call for the petitions from the schools to be made to the "state education department." The nine remaining states requesting schools to seek permission to introduce innovations

have nine different procedures. These typically involve seeking acceptance on the part of regional members of the state department. For instance, in Minnesota the Director of Curriculum and staff consultants in specific areas are consulted first, then the director of research is involved.

Interesting enough, when questioned in the interview as to when the policies for innovation were adopted, two states reported 1961 and four of the states reported 1962 as the year of their policy determination. The others reported that there was no available date of policy adoption. Most often the policy was promulgated by the state superintendent or commissioner.

Some states, like Missouri, ask that the innovation be described in writing for two purposes, to serve as a basis for department approval and to provide the department with the location of schools where the state's consultants can give assistance.

Where written approval is required for introducing innovations, the departments often say that such reports are the data source for directing visitors where to go to find information on specific programs, for selecting educators for statewide conference and committee participation, and for keeping the department personnel abreast of changes in educational practice. The use of such reports for state department sponsored research, for determining state staff consultative needs, or other related purposes was not suggested by any of the states.

Requesting permission for the introduction of a new program is tantamount to receiving approval. The states appear to be more concerned with an assessment of the innovators' motives than with the substance of their innovations. Such statements as: "New programs should be aimed at

meeting children's needs," "experimentation is encouraged to improve the educational program," or "schools may initiate pilot projects to meet certain needs not covered under state policies or regulations" appear to be as directive or suggestive as the departments get about the character of innovations. Perhaps the generality of the change given for innovation accounts for the reality of nearly universal approval given for any suggested program or practice.

If there is one feature that prevails among the states in regard to innovations, it is their interest in getting reports on the new programs and practices. Thirteen, or 26 percent, of the states require regular special yearly reports, while 20, or 40 percent, of the states use their regular annual reports to survey new programs and practices.

There appears to be a lack of official guidelines for secondary schools to follow when they introduce innovations among the state departments. Only 30 percent of the state departments have such guidelines.

Even though there are few stated policies or official guidelines among the state departments, 78 percent of them report that secondary school educators look to them for support in introducing innovations. Even more interesting is the fact that 74 percent of the state departments report that secondary schools look to them for approval in introducing innovations. Only five of the state departments reported that secondary school educators look to them for neither support or approval in introducing innovations. However, 47 of the departments said that some of their secondary schools request assistance in introducing innovations in their schools.

As was suspected, state departments encourage or promote innovation in a variety of ways. The two most popular of these methods utilized by

state departments to promote innovations are providing consultant assistance, utilized by 41 state departments, and conducting special conferences or meetings, which were utilized by 35 of the 50 departments. Other methods of promoting innovations were as follows: funded projects, special publications, annual meetings, and regular publications.

The majority, 70 percent, of the state departments sponsor or encourage innovations in the course content area while 62 percent reported promoting innovations in teaching methodology. Encouragement was also given in organizing for instruction, technological aids, and instructional materials.

The state departments were asked to indicate whether their high schools engaged in various new curricular programs. The results indicate that the majority of the states do have some schools with innovative practices although the extent of the schools' participation was not indicated. The majority of the innovative or experimental programs practiced in the various states were in the realm of traditional practices such as modern mathematics, new social studies, National Science Foundation developed programs while others call for deviations from traditional practices. Flexible scheduling and team teaching fall into this last group and, surprisingly, 86 percent of the states reported that some of their schools were involved in these particular innovative programs. Modern mathematics, with 92 percent of the states indicating some use by schools in their states, led the field in program adoption in the first group.

An extremely high percentage of the state departments reported they do not have funds with which to encourage innovations.

State Departments (Responses to Letter)

As a follow-up to the questionnaire that was sent to the State Departments of Education, a letter was also sent to them, This letter asked two questions, "Do State Education Departments help bring about change in curriculum and secondary schools?" and "If so, how is this done?"

Although only 38, or 76 percent, of the departments responded to this letter, all of them were very emphatic in replying that they did help bring about change in curriculum and secondary schools.

From these 38 reporting departments, several were identified as having special or exemplary programs. Some of these special programs are as follows:

The Missouri classification program establishes goals and standards for school districts. Schools are classified A, AA, or AAA in accordance with these standards. The AAA program has the highest standards of quality and quantity. The Missouri State Department feels that many school districts institute new programs in order to attain a higher classification.

Mississippi is another state that has a state department program that differs from the ordinary. It cooperates in sponsoring a "Mississippi Seminar for Educational Innovation" which is done under a Title III Mini-grant. It also sponsors an "Innovators Club" for the Mississippi Association of Secondary School Principals. Schools must make application for this club and an evaluation team from the NASSP visits the school, conducts interviews, etc. This committee selects the member to be honored. A plaque is presented to the principal and superintendent and publicity is given. The main purpose of this club is to bring about change in the secondary schools. The third

activity that Mississippi's State Department sponsors or encourages is to have a school with an NASSP administrative Intern to make presentations before college classes and additional meetings to describe the program.

Michigan is rather unique in that an organization has existed for some time which serves as a vehicle for articulation between the colleges and universities and the local school districts. This association, called the Michigan Association of Schools and Colleges, is under the auspices of the State Department of Education and affords an opportunity for college people and local administration to discuss mutual problems, new ideas and change.

Michigan also has another significant structure for bringing about change in the "Michigan Cooperative Curriculum Program." This program is composed of a steering committee and 23 standing committees. Various publications, monographs, studies and reports emanate from these curriculum committees.

Oregon influences secondary schools to innovate programs and practices through a 3½ million dollar grant, over a five-year period, from the Ford Foundation. This plan, known as the Oregon Program, is aimed at stimulation of interest and participation of schools in staff utilization and instructional imporvement. Change was stimulated through summer workshops, extension classes, and in-service activities.

Although many schools provide conferences and workshops, Maryland's program differs slightly in the respect that it sponsors a two-day statewide conference on secondary education with speakers of national reputation. These sessions are followed by panel discussions and small group sessions.

Pennsylvania provides grants-in-aid, above the basic reimbursements, which contribute to the institution of new programs and practices. It also establishes area curriculum centers, regional instructional materials centers, educational television networks, and experimental learning centers.

Another department that was identified as having an exemplary program to encourage change in the secondary schools was the state of New Hampshire. It is developing a network of demonstration schools that have exemplary programs which it feels are relevant to the needs of the New Hampshire schools. It has found that this not only results in an improvement in that particular program but, in many cases, has resulted in improvement in other programs in the same school. Also, the "ripple effect" carries over to other schools and their staffs may be encouraged, by community pressure, to innovate.

Another approach to bring about change that is quite different is provoking change through sensitivity training. There will be at least two schools in New Hampsire in the fall of 1967 that will be applying the sensitivity training technique to create a climate in which change can take place. The New Hampshire State Department will be participating with these schools and watching the effects eagerly although they are not sponsoring this activity.

Accrediting Associations

A report is given in this final section of the study as to how associations involved in accreditation see themselves in regards to innovations being introduced in public secondary schools. This information comes from the tabulated responses of five associations. Only one association failed to respond to this questionnaire.

As in the responses from state departments and professional organizations, some of the respondents failed to answer all of the items on the questionnaire.

Three-fifths of the associations take a positive position in regard to introducing any innovation a secondary school may select. One of the associations that responded in the affirmative for the entire organization stated[1] this varies somewhat among the states. It has some state chairmen who actually assist schools in planning such things, other who accept innovation but don't help much, and doubtless a few who could be called "tolerators."

An association that responded that an official position has not been taken in regards to secondary schools introducing innovations stated, however, that it does look for and encourage innovations in individual schools.

Although only two associations have official policies concerning secondary schools introducing innovations, the other three are unanimous that their procedures do not discourage new ideas. For the two that do

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[1]Dr. Gordon Cawelti, Executive Secretary, North Central Accreditation Association.

have stated policies; one requires the school to submit requests for approval concerning the introduction of all innovations; and the other requires schools involved in an experiment to request approval only where there is a criterion deviation. Almost all of the requests for approval are granted, thus not discouraging innovation, but also making sure they know what they want and how they plan on evaluating the innovation.

The associations' responses were varied concerning requesting reports on innovations from secondary schools. One association requested reports from time to time on an ad hoc basis; one never requested reports unless it was a part of an evaluation; two requested regular reports on a systematic basis, one of these requiring annual reports, and one requesting them only when there is a criterion basis.

The North Central Association said that it only has about 30 schools per year requesting reports on innovations out of 3,750 schools. It feels the schools feel free to experiment and aren't bothered by the criteria.

There is a definite lack of official guidelines for secondary schools to follow who expect to engage in innovative programs or practices. All of the associations replied that they did not have guidelines recommended for these schools.

There was considerable variance in the methods utilized by the five associations in promoting or sponsoring innovations in secondary schools. The North Central Accreditation Association appears far superior in promoting innovations. It accomplishes this task by: providing consultant help, publishing both special and regular publications, holding both annual

meetings and special conferences, and promoting by funded projects. They also conducted a National Inventory of Innovation in over 10,000 accredited high schools in the fall of 1966.

The only method that another association used was that of the chairman sending a letter two or three times a year to schools in reference to innovations. It felt this encouraged the schools to experiment.

Another association promoted innovation in schools by two methods: holding annual or frequent general meetings, and by funded projects.

Of the two remaining associations, one provided only special publications, and the other evidently did nothing to sponsor innovations.

The associations encourage innovation in all of the secondary schools in their respective areas. One association qualified this by stating that some of the state chairmen do encourage innovation while others do not. It listed the following ways of providing this encouragement: through adoption of standards, through conferences, through reports on programs underway through visitations and reports, and through regular evaluation processes.

Again, the North Central Accreditation Association led the way by being the only association that conducts follow-up studies of schools who have introduced innovations. It also systematically keeps track of particular areas of innovation in secondary schools through annual reports submitted to State Committees. The Southern Association also keeps abreast of changes in secondary schools by having reports from schools each year. The remaining three associations did not keep account of secondary school innovations.

The following programs were listed by all of the associations as being existent in some of the schools in their areas: National Science Foundation Program, Modern Mathematics Programs, new programs in social studies, team teaching, and flexible scheduling. The majority of the associations also had some schools utilizing noncertified teacher aids and Project English.

Surprisingly, two associations reported that secondary schools did not look to them for either support or approval in introducing innovations. One association said schools looked to them for approval and the other two indicated both approval and support was requested of them.

CHAPTER V

SUMMARY

Innovations in the public schools of today vary from those having great interest and implementation to those having no interest or implementation due to lack of funds, indifference and/or lack of information.

This study was developed in an attempt to accomplish better policies and practices with direct reference to innovative practices. The writer sets forth as the objectives the determination of present policies and practices of a carefully selected population of professional organizations, state departments of instruction, and accrediting agencies.

The questionnaire presents eighteen points which tend to produce a vivid picture of the innovation being used in various areas of our public schools. Each point will be generally summarized to aid the reader in gaining an over-all picture of the study.

To give more depth in interpretation, reference should be made to Chapter Four for a detailed study of each point in question. Here the reader may find what organizations responded in what manner to each specific question.

The process of implementing the curriculum of our present day public schools is one of readiness, introduction and acceptance. In reference to the introduction of innovations in the public schools: eight (36 percent) of the professional organizations, 41 (82 percent) of the state departments, and three (60 percent) of the accrediting agencies reported positive positions towards introducing any innovation.

Two (9 percent) of the professional organizations, and five (10 percent) of the state departments indicated that the secondary school should introduce only certain innovations.

Eleven (50 percent) of the professional organizations and three (6 percent) of the state departments reported no position in regard to the introduction of innovations by any secondary school.

Four (18 percent) of the professional organizations, 23 (46 percent) of the state departments, and two (40 percent) of the accrediting agencies stated that they held stated policies pertaining to the introduction of innovations by secondary schools.

In an attempt to keep abreast of the innovations in existence in our public schools some type of reporting was deemed necessary.

Fourteen (64 percent) of the professional organizations, 20 (40 percent) of the state departments, and one (20 percent) of the accrediting associations indicated they requested reports on innovations from time to time on an ad hoc basis.

Five (23 percent) of the professional organizations, and one (20 percent) accrediting association stated that they never request reports on innovation from member schools.

One professional organization, 13 (26 percent) state departments and one (20 percent) accrediting agency indicated they request reports on innovation regularly.

Six (27 percent) professional organizations, 22 (44 percent) state departments, and two (40 percent) accrediting agencies reported they conducted follow-up studies in schools having introduced innovations.

Four (18 percent) professional organizations, 20 (40 percent) state departments, and two (40 percent) accrediting agencies systematically keep track of any particular area of innovation in their secondary schools.

In introducing innovative programs or practices 18 (82 percent) professional organizations, 34 (63 percent) state departments, and all five accrediting associations recommend no guidelines for the schools to follow in starting a new program.

The guidelines that are used to promote innovations are varied and are elicited from various sources.

Nine (41 percent) professional organizations, 41 (82 percent) state departments, and one accrediting agency provide consultant help to promote or sponsor innovations in secondary schools.

Thirteen (59 percent) professional organizations and two (40 percent) accrediting agencies promote innovation through special publications.

Thirteen (59 percent) professional organizations, 11 (22 percent) state departments, and one accrediting agency use regular publications for this same purpose.

Fourteen (64 percent) professional organizations and two (40 percent) accrediting agencies hold annual or more frequent general meetings to promote innovations.

Eleven (50 percent) professional organizations, 35 (70 percent) state departments, and one accrediting agency hold special conferences to promote innovation in their member secondary schools.

Funded projects are used for promotion. Nine (41 percent) professional organizations, 24 (48 percent) state departments, and two (40 percent) accrediting agencies use this method to stimulate innovation.

The methods of encouragement given to schools for the implementation of innovation vary with each agency.

Eight (36 percent) professional organizations and 35 (70 percent) state departments promote innovations as they relate to course content.

Seven (32 percent) professional organizations and 31 (62 percent) state departments promote innovations as they relate to teaching methodology.

Six (27 percent) professional organizations and 26 (52 percent) state departments promote innovations as they relate to organization for instruction.

Six (27 percent) professional organizations and 25 (50 percent) state departments encourage innovations as they relate to technological aid for instruction.

Secondary school educators look to various agencies and organizations for assistance and/or support in introducing innovative practices in their schools.

Fifteen (68 percent) professional organizations, 47 (94 percent) state departments and three (60 percent) accrediting agencies reported that secondary school educators looked to them for some assistance in introducing innovations.

Four (18 percent) professional organizations, three (6 percent) state departments, and one accrediting agency indicated that secondary school educators did not look to them for some assistance in introducing innovations.

Seven (32 percent) professional organizations and 39 (78 percent) state departments report that secondary schools look to them for support in introducing innovations.

Ten (45 percent) professional organizations, five (10 percent) state departments, and two (40 percent) accrediting agencies report that secondary schools look to them for neither approval or support in introducing innovations.

Thirty-seven (74 percent) state departments and one accrediting agency report that secondary schools look to them for approval in introducing innovations.

Tow (40 percent) accrediting agencies said secondary school educators look to them for both support and approval in introducing innovations.

Eleven (50 percent) professional organizations, 36 (72 percent) state departments, and two (40 percent) accrediting agencies report they have worked cooperatively with other agencies or associations to encourage innovation in secondary schools.

In the form of an over-all summary of the encouragement or lack of it toward innovative practices in secondary schools, fourteen (64 percent) professional organizations, 32 (64 percent) state departments, and all five accrediting agencies encourage innovation in all secondary schools.

Respondents to the questionnaire were asked to indicate what innovative practices were being engaged in within their schools.

Five (23 percent) professional organizations and all five accrediting agencies reported that some of their members were engaged in programs involving the N.S.F. developed science program.

Four (18 percent) professional organizations and all five accrediting agencies indicated that some of their member schools are engaged in modern math programs.

Five (23 percent) professional organizations and three (60 percent) accrediting agencies stated that some of their member schools are engaged in programs involving Project English.

Four (18 percent) professional organizations and all five accrediting agencies reported that some of their member schools engage in new programs in social studies.

Five (23 percent) professional organizations report that some of their member schools engage in some combination of or all of the following innovative

practices: team teaching, flexible scheduling, Project English, National Science Foundation, and the use of teacher aids.

All five accrediting agencies indicated that some of their member schools engage in team teaching and flexible scheduling and four of the associations reported on the use of non-certified teacher aids.

In order to facilitate effective implementation of innovative practices in the secondary schools money must be made available.

Twelve (54 percent) professional organizations, twenty-two (44 percent) state departments, and three (60 percent) accrediting agencies reported they do not at present have or have never had funds to encourage innovations in secondary schools.

Eight (36 percent) professional organizations, 24 (48 percent) state departments, and two (40 percent) accrediting agencies indicated they had or presently have funds to encourage innovations in secondary schools.

The above represent a compilation of summary statements indicative of the answers given in response to the questionnaire by professional organizations, state departments, and accrediting agencies.

In the final chapter conclusions will be drawn from this data to represent strengths, weaknesses and possible ways for implementing the use of innovation in the secondary schools.

CHAPTER VI

CONCLUSIONS

One of the challenges presently facing the improvement of secondary school programs throughout the United States is that of bringing about change through experimentation and innovation. It is evident that innovative practices could be expanded to encompass each secondary school. Some of the reasons for lack of experimentation or expansion with innovative practices include complacency, indifference, lack of funds, fear of the unknown, and refusal to forge ahead with a frontier spirit into expanded and progressive ideas.

Progress in our secondary schools is a necessity if we are to prepare our young men and women for the ever changing technological world.

To implement this progress there is a dire need for assistance from various sources to prepare an educational program of quality and suitability. Some of this assistance must come from educational professional organizations, state departments of education, and educational accrediting agencies.

One of the conclusions that this study suggested was that all schools should be encouraged to experiment and innovate, To expect schools to innovate, professional organizations, state departments, and accrediting agencies must not only encourage innovation but they must take a positive position in this regard. This study revealed that this position was not prevalent. The writer would expect most of the accrediting associations and all of the state departments to have taken a stronger position in this regard since the state departments are responsible for the general direction of schools and the accrediting agencies are associated with the activities of the majority of the schools.

The majority of the professional organizations, state departments, and accrediting agencies did not have stated policies pertaining to the introduction of innovations by secondary schools. This seemed to the writer to be good for it is felt that policies at this introductive stage could do more to discourage innovations than initiate action.

In order to keep abreast of the innovations in existence it is considered necessary to have some type of reporting. This is an area that needs improvement by all the agencies concerned. A good reporting system will not only introduce them to innovations that are occuring but it will also supply them with information to disseminate to other educators.

It also seems important to have follow-up studies by the professional organizations, the state departments, and the accrediting agencies on various innovations. Approximately one-third of all organizations and agencies conducted follow-up studies. This either indicates a lack of concern or time to assess progress of the various school educational innovations. Possibly a more standardized procedure of follow-up is needed in order to properly assess what is being done in each area and what is needed in each area.

The promotion of innovations is accomplished in various ways by the participating organizations. Promotion through regular or special publications is in dire need of improvement by all concerned especially with the state departments. Although various other methods were used in promotion such as conferences and consultant help, the writer feels that promotion through publications prove to be most beneficial to all concerned. Publications can reach one hundred percent of the schools and if such articles are well written they will be read by a high percentage of the school personnel.

Many new programs and ideas have evolved through funded projects. The lack of financial backing for innovative procedures is a stumbling block for many schools as they try to implement their curricula. This could be an area where guidelines, consultant help, etc. could be used to enable the available funds to be utilized to their fullest.

State departments are not voluntary agencies. They are responsible for the general supervision and direction of state systems of education. These duties are placed upon them by the state legislatures. Because of this they are in a better position to stimulate and encourage the continuous improvement of innovation in secondary schools to assure steady progress in education. This was evident in the findings since most of the state departments reported that secondary school educators looked to them for some assistance in introducing innovations.

Several state departments are involved in exemplary programs to promote and encourage innovation.

These include: Mississippi Innovators' Club, Mississippi Seminar for Educational Innovation, Missouri Classification Program, Michigan Association of Schools and Colleges, Michigan Cooperative Curriculum Program, Oregons Program, Maryland Conference Program, Pennsylvania's Grant-in-Aid, and New Hampshire's Network of Demonstration Schools.

These programs could very well serve as examples and provide suggestions for the improvement of other state departments of education.

Progress is an important American value. Professional organizations, state departments, and accrediting agencies have encouraged setting of standards of excellence for schools in order to upgrade the entire educational enterprise.

To the school which may be lacking in basic educational facilities, personnel, and practice, the suggestions of these agencies prove to be powerful motivating forces for improvement.

Through better procedures, implementation, and communication the American school system can better become involved with new and better educational practices.

APPENDIX

STUDY OF INNOVATION

Name of Respondent:_____ Title:_____

Agency or Association:_____ Date:_____

Address:_____

Please check or fill in the appropriate response in each of the questions and statements given below. Feel free to attach printed material which may describe in detail any points you may care to make. A copy of this study's results will be sent to you when the study is completed.

---

1. This agency or association has taken:

   A.____ A positive position in regard to any secondary school introducing any innovation it selects.

   B.____ A negative position in regard to any secondary school introducing any innovation it selects.

   C.____ No position in regard to any secondary school introducing any innovation it selects.

   D.____ A position that any secondary school should introduce only certain innovations. Please explain if "D" was checked.

_____

_____

_____

_____

2. This agency or association has:

   A.____ No official policy concerning secondary schools introducing an innovation.

   B.____ A stated policy on secondary schools introducing an innovation. Please state or enclose the written statement if "B" was checked.

_____

_____

_____

3. If "B" was checked in item 2, please give:

   The date this policy was adopted_____

   The individual or body which formulated the policy_____

   The individual or body which adopted the policy_____

4. The association or agency staff requests reports on innovations from secondary schools.

   ___From time to time on an ad hoc basis.

   ___Never

   ___Regularly

   ___Regularly on a systematic basis

   ___Other:_____

   _____

   _____

   _____

5. Are there guidelines recommended by the agency or association for secondary schools to follow who expect to engage in innovative programs or practices? A.___No B.___Yes C. If yes, please explain or enclose them. _____

   _____

   _____

   _____

6. Does the agency or association promote or sponsor innovations in secondary schools by means of:

   A.___Consultant help

   B.___Special publications

   C.___Regular publications

   D.___Annual or more frequent general meetings

   E.___Special conferences or meetings

   F.___Funded projects

G.___Other. Please explain:_____

_____

_____

_____

7. Does the staff of the agency or organization encourage innovation in:

A.___Some secondary schools

B.___All secondary schools

C.___No secondary schools

8. If "A" or "B" were checked, how is this given?

_____

_____

_____

9. Please mention any particular innovations introduced or promoted by the agency or association or its staff.

A. As relates to course content_____

_____

_____

B. As relates to teaching method_____

_____

_____

C. As relates to organization for instruction_____

_____

_____

D. As relates to technological aids for instruction:_____

_____

_____

E. As relates to instructional materials:_____

_____

_____

F.____None of the above.

10. Does this agency or association conduct follow-up studies of schools who have introduced innovations?

A.____No

B.____Yes

C. If yes, please mention the topic of the studies and the year each was conducted:_____

_____

_____

11. Does this agency or association systematically keep track of any particular area of innovation in the secondary schools?

A.____No

B.____Yes

C. If yes, how is this done?_____

_____

_____

12. Do some secondary school educators ask this agency or association for:

A.____Some assistance in introducing innovations in their school.

B.____No assistance in introducing innovations in their school.

13. Are any secondary schools associated with this agency or association engaged in programs involving:

A.____National Science Foundation developed science programs

B.____Modern mathematics programs

C.____Project English

D.____New programs in the social studies

E.____Team teaching

F.___Flexible scheduling

G.___The use of noncertified teachers aids

H.___Other:_____

14. What is the size of the agency or association's staff?

A.___Number of full-time professional personnel in all areas of the agency or association's activity.

15. What percentage of total staff time is estimated by you as spent: (Express in estimated percentages, i.e. 0% or 100%.)

A.___Encouraging innovations in secondary schools

B.___Surveying and reporting innovations in secondary schools

C.___Evaluating innovations in secondary schools

16. Do secondary school educators look to this agency or association for:

A.___Support in introducing innovations

B.___Approval to introduce innovations

C.___Neither support or approval in introducing innovations

17. Does this agency or association now have or has it had funds to encourage innovations in secondary schools?

A.___No

B.___Yes

Amount:_____Year(s):_____Source:_____

Amount:_____Year(s):_____Source:_____

Amount:_____Year(s):_____Source:_____

Amount:_____Year(s):_____Source:_____

18. Has this agency or association worked cooperatively with other agencies or associations to encourage innovation in any secondary school or schools?

___A. No

___B. Yes